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ABSTRACT

This seventh annual report of the National Advisory Council on Women's Educational Programs covers a wide range of topics. The first part of the publication briefly discusses the new federal role in education. The Advisory Council reviewed the federal sex equity activities in education in light of the Reagan administration's views regarding the federal role in education; e.g., giving the states and localities greater control over education programs and dollars. Actions recommended by the council for maintaining a federal role in providing equal educational opportunities for women are presented. The next part of the report describes the accomplishments of Title IX of the Education Amendments of 1972, which prohibits sex discrimination in federally assisted education activities. The Women's Educational Equity Act Program (WEEAP) is described and evaluated. Equity in vocational education is discussed. A publication presently being prepared by volunteers which will describe tried and successful solutions to sex equity problems is discussed. The remainder of the report presents the Council's contribution to the U.S. report to the United Nations and Council publications and activities. Also included is the description of a survey conducted by the National Center for Education Statistics to find out about evening and weekend courses leading to bachelor's degrees. The appendices contain a description of the characteristics of WEEAP products according to year of funding, the Women's Educational Equity Act, a listing of council and committee meetings, and a publication order form. (RM)

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Educational Equity: A Continuing Quest

SEVENTH

Annual Report 1981

SP 014 115

National Advisory Council on Women's Educational Programs

March 1982

Established by Congress through the Women's Educational Equity Act

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*Council Chair through October 1981

The Washington Post
Women Students Make Big Gains In U.S. Schools
Women Students Gain in U.S.
EDUCATION, From A1
NATIONAL NEWS
Women make gains
Education Times
Title IX
Dimensions
The Ann Arbor News
Title IX has clout
HIGH SCHOOLS OFFERING INTERSCHOLASTIC SPORTS AND GIRLS
GIRLS
THE NEW YORK TIMES
Men Still Hold Top Jobs, Government Study Says
WASHINGTON, Oct. 17 (UPI) — The
Los Angeles Times
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MICHIGAN'S LARGEST NEWSPAPER
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The Dallas Morning News
Sunday, November 29, 1981
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James V. Smith Jr.
Staff Writer of The News

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national advisory council on women's educational programs

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February 1982

The President
The White House
Washington, D.C.

Dear Mr. President:

On behalf of the National Advisory Council on Women's Educational Programs, I am pleased to present to you our Seventh Annual Report.

The Council members appreciate the fact that you have repeatedly expressed your belief in equality of opportunity for women and men. We are happy that the work of the Advisory Council and of the Women's Educational Equity Act under which we were established contributes to this vital goal.

In this report you will see that the Council has made extensive recommendations to the Executive Branch concerning educational equity within the new approaches to the Federal role in education which are evolving under your administration. Based on your statements and those of other leading officials, we believe that there are many ways in which the pursuit of sex equity in education remains a legitimate and crucial activity for the Federal government. We are gratified that many persons and organizations, both inside and outside the government, remain committed to this belief.

This Annual Report also describes our publication, Title IX: The Half Full, Half Empty Glass, which reveals much about the accomplishments of the law which prohibits sex discrimination in federally assisted education activities. Not only the impressive statistics but especially the human anecdotes illustrate the varied benefits brought to communities, schools, and families by this far-sighted and essential statute.

As we complete this year's work, we want to express our appreciation for the honor of serving on this Council and thereby contributing to equality of opportunity in education. Because we recognize so clearly the remaining tasks and the necessity for safeguarding progress to date, we trust that the goals of the Advisory Council and the Women's Educational Equity Act Program will have your full support as we carry forward this work with such great potential for our nation.

Respectfully,

Jewel L. Prestage

Jewel L. Prestage
Chair

A Year of Change

The year 1981 was a time of change and challenge for the National Advisory Council on Women's Educational Programs as it worked to advance the cause of equal educational opportunities for American women and girls. Changing priorities in the Federal government and ever-tighter budget restrictions cast deep shadows over the arena of educational equity. The twin foundations of the Advisory Council -- Title IX of the Education Amendments of 1972 and the Women's Educational Equity Act of 1974 -- were targeted for legislative and executive actions. However, these laws remain in force, the Council is still at work, and the nation's commitment to equality of education for both sexes continues to be official policy at Federal, state, and local levels of government.

The New Federal Role in Education

The National Advisory Council on Women's Educational Programs, like others inside the government and out, has noted the many changes in the traditional Federal government role in American education. The Advisory Council reviewed Federal sex equity activities in education in the light of current administration views reflected in official and unofficial statements and executive and legislative actions. The purpose of this project was to determine implications for sex equity of these new developments and to provide the Council with a sound basis for policy and program recommendations to the Department of Education.

Clearly, there are new emphases on curtailing the Federal role and giving the states and localities greater control over education programs and dollars, on consolidating categorical programs, on negotiating as the chief civil rights enforcement method, and on reducing Federal regulations and paperwork requirements. Education has a lower priority in the Federal scheme and certainly in the budgetary picture. But still the Council finds a continued Federal commitment to educational equity. Statements by President Reagan, both as a

candidate and in the White House, by Secretary of Education Bell, and others reinforce this conclusion.

Several functions which appear to be acceptable to the administration are of great significance to sex equity, i.e., dissemination, technical assistance, development of model products, research, and evaluation. Currently favored criteria for establishing program priorities, such as national significance, proven effectiveness, and contribution to productivity, have also been key aspects of Federal sex equity programs. Likewise, the renewed push for excellence in education is wholly compatible with the principle of equality of opportunity. On the other hand, the Council is opposed to certain changes in civil rights laws and regulations which are under consideration.

The Council believes that the Federal government must maintain its historic role of assuring that equity underlies all Federally supported education programs. Therefore, the second step of the Council's project was the development of recommendations for Federal policy and practice which would address critical national sex equity needs within the context of the new Federal role in education. Because of the importance of the Council's recommendations to the next decade of sex equity effort in this country, they are reprinted here in the annual report.

Action Recommendations

for

MAINTAINING A FEDERAL ROLE IN PROVIDING EQUAL EDUCATIONAL OPPORTUNITIES FOR WOMEN

Recent major changes in the Federal role in education have raised many questions about how the Federal government will maintain its responsibilities for educational equity. The National Advisory Council on Women's Educational Programs (NACWEP) has reviewed extensive evidence of these changes and their implications for sex equity. Among the most significant are:

- ✔ *Increased stress on educational excellence.*
- ✔ *Decreased appropriations for most Federal education programs.*
- ✔ *Pressures to deregulate and simplify Federal rules.*
- ✔ *Priority given to meeting needs of state and local education agencies in Federal decision making.*
- ✔ *Increased emphasis on achieving equity via persuasion and advocacy more than enforcement.*
- ✔ *Increased emphasis on programs of proven effectiveness and national significance.*
- ✔ *Continuation of Federal support for functions such as research, statistics, development, dissemination, evaluation, and technical assistance.*

Within the framework of the revised Federal role in education, the Advisory Council recommends to the Department of Education the following measures as both necessary and appropriate steps toward equity for women and girls.

A. *Department-wide.*

1. *Official recognition that sex equity remains a national priority and Federal responsibility. This should be reflected in appropriation requests, fund allocations, personnel distribution, and legislative proposals.*

2. *Infusion or mainstreaming of sex equity into all Federally assisted education programs, in addition to continued support for targeted sex equity programs. Examples include data collection, technical assistance, criteria for field readers and review of proposals.*

3. *Guidance by the National Commission on Excellence in Education to educational systems as to how they can improve excellence through equality of opportunity for women. Quality and equality reinforce each other.*

4. *Allocation of adequate resources to the new Presidential Interdepartmental Task Force on Legal Equity for Women, the Office of Women's Concerns, and the National Advisory Council on Women's Educational Programs.*

5. *Continued internal policies and practices to avoid sex discrimination. This includes personnel policies on recruitment, promotion, and training; use of nonsexist language in all departmental communications; nondiscriminatory procurement; affirmative efforts to increase numbers of women serving on committees and as reviewers.**

6. *Public information (e.g. television, radio spots, speeches) concerning sex equity in education. Office for Civil Rights, Office of Vocational and Adult Education, Elementary and Secondary, and Postsecondary Education should participate with Public Affairs in this.*

7. *Consideration of the impact on sex equity of all pending changes in regulations. This should include consultation with the Advisory Council and outside groups. "Slenderizing the rulebook" should not be at the expense of equity.*

8. *Increased coordination and dissemination of Federal sex equity education activities to make them more cost effective.*

   a. *Development of awards criteria which favor most economical use of scarce funds, such as joint funding of complementary Federal projects, contributions by state, local, and private scurces, or volunteer components. There is evidence, for example, that receipt of WEEAP and Title IV grants by the same awardee enhances the effectiveness of each project.*

   b. *Joint funding of multi-purpose consortia to perform product review, research, dissemination, and development of user-networks. Each would focus on sex equity in a field such as science/math/engineering, educational administration, classroom management, or women with special needs (minority, disabled, older women).*

B. *Block grants.*

   1. *Regulations and policies to refer to continued Federal responsibility for enforcement of Title IX and other civil rights laws wherever block grant funds are eventually spent.*

* *See NACWEP Reports: Women's Participation in Management and Policy Development in the Education Division, Efforts Toward Sex Fairness in the Use of Education Division Funds, Problems in Assessing the Impact of Education Division Programs on Girls and Women, Sex Bias: Education Legislation and Regulations, Sex Fairness in Education Division Communication, Products and Dissemination Strategies.*

2. *Adequate attention to state and local plans for civil rights compliance in reviewing applications for block grants.*

C. *Office of Elementary and Secondary Education.*

1. *Women's Educational Equity Act Program (WEEAP).**

   a. *A larger proportion of the limited funds devoted to identification, adaptation, and dissemination of effective products instead of further development of new ones. New projects should be supported only when needs are clearly indicated, such as consumer information and distribution services for sex equity products on a partially self-supporting basis.*

   b. *Increased emphasis on evidence of effectiveness of existing and future products and approaches to promote sex equity.*

   c. *Improved technical assistance to product developers and adapters to improve quality and utility.*

   d. *Involvement of users (SEAs, LEAs, higher education institutions, community groups) in setting priorities and directions for WEEAP.*

2. *Civil Rights Act Title IV Program (CRA Title IV).*

   a. *Maintenance of separate grants for sex, race, and national origin technical assistance activities.*

   b. *Coordination among projects designed to serve the three equity groups on mutual concerns such as similar needs in math and science and the sex equity needs of minority group members.*

   c. *CRA Title IV grantees, as part of their technical assistance activities, to disseminate and evaluate WEEAP and other sex equity products.*

D. *Office of Vocational and Adult Education (OVAE).*

1. *A major and distinct emphasis on sex equity to be retained in the reauthorization of the vocational education law.***

2. *All economic development efforts to include appropriate emphasis on the role of women in the nation's reindustrialization. Since 60% of all working age women are now in the labor force, attempts to revitalize the economy will be futile if they ignore the labor market inflexibility caused by women's concentration in 60 of the 441 occupations.*

* *See NACWEP FY 1980 Evaluation of WEEAP, December 1981.*

** *For specific legislative recommendations, see Council testimony before House Subcommittee on Vocational Education, December 16, 1981.*

3. *National staff development effort to assure an adequate supply of female teachers, counselors, and administrators across the country in subject areas and at levels of the system where they are underrepresented. National data (VEDS) have documented that female vocational education staff are concentrated in instructional areas traditional for their sex and that supervisory positions are held predominantly by males. The supply of teachers and administrators is a matter which cuts across state lines and which benefits from the cross-fertilization and cost-effectiveness of a national effort.*

4. *Regulation not amended prior to reauthorization in any way which would reduce the resources for sex equity presently mandated by law.*

5. *Federal data collection and analysis to provide enrollment and staffing data which are cross-tabulated by both sex and race/ethnicity and disability, in order to determine: a) whether national equity goals are being met; and b) whether minority women and disabled women are benefiting equitably from the education system. This allows for considerable flexibility among state and local agencies as to the method used to accomplish such national goals but retains a uniform format for measuring progress toward the goals as well as comparing the effectiveness and efficiency of the various methods.*

6. *Continuation of the position of Special Advisor on Women's Issues in recognition of the critical economic needs of women which should be addressed by the vocational education system of this country. The person in this position should continue to provide: a) technical assistance to state agencies; and b) assistance to other units of the OVAE in building policies and mechanisms that will enable the Education Department to assist states in their responsibilities for sex equity.*

7. *Development of a system for review and approval of state vocational education plans which analyzes the enrollment of women across the full range of vocational courses, for use as a trigger for provision of technical assistance to states.*

E. *Office of Educational Research and Improvement (OERI).*

1. *National Institute of Education (NIE).*

a. *Dissemination of sex equity information. Since there are currently no information clearinghouses focused on sex or race equity, NIE, perhaps with the assistance of the Civil Rights Act, Title IV technical assistance program, should establish such a clearinghouse. Pending such a development, clearinghouses such as those on Bilingual, Urban, and Rural Education should incorporate this responsibility. Plans to develop a mini-network in this area at the Social Studies Clearinghouse should be adequately implemented and publicized.*

b. *Publicizing the most effective of the NIE experimental programs designed to increase the involvement of women and minorities in*

educational R&D so that they can be replicated by others.

c. *Development of additional ways to increase the participation of women and minorities in NIE supported research, including opportunities for training, study, and full participation in relevant R&D conferences and networks.*

d. *Involvement of staff in synthesizing research and evaluation on sex equity activities or topics, such as classroom interaction, non-traditional blue collar job training, sex equitable research methodologies, and increasing the prestige of female-dominated occupations such as teaching and nursing.*

e. *Continued production of syntheses and information analyses focused on sex equity issues by the ERIC Clearinghouses, the Labs and Centers, and via other appropriate funding mechanisms.*

f. *Annual reports by NIE to provide information on the number of projects focused primarily on sex equity issues, the percent of NIE funds received by each, the results of each, and their implications for sex equity. Such reports would be valuable to both the NIE policy board (National Council on Educational Research) and NACWEP.*

g. *Continued development and publication of guidelines on how to avoid societal biases in research, development, evaluation, and dissemination activities.*

h. *Technical assistance provided by NIE staff to Federal sex equity programs such as WEEAP, CRA IV and Vocational Education. NIE grantees should provide assistance to their constituents at the state and local level in the utilization of research on sex equity.*

2. *National Center for Education Statistics (NCES).*

a. *Preparation of studies focused on population groups--as well as on educational institutions--to learn about women's participation in and needs for various types of education and training. The impact of specific education on women's employment or economic status, the implications of women's greater discontinuity of education and employment, and the effect of family structure on women's education are examples of potential subjects.*

b. *More extensive analysis and reporting of data by sex, including information on course offerings and enrollments at the secondary level.*

c. *Addition of women's studies to the subjects surveyed in educational institutions.*

d. *Survey of the personnel with responsibilities for sex equity in educational systems, including their primary assignments, percent of time devoted to sex equity activities, etc.*

3. *Fund for the Improvement of Postsecondary Education (FIPSE).*

Continued funding for projects concerned with special educational needs of women.

F. *Office for Civil Rights (OCR).*

1. *Maximum protection for beneficiaries.*

a. *Existing Title IX legislation maintained.*

b. *Regulation not amended in any way which would lessen protection of beneficiaries.*

c. *Consultation with Advisory Council and representatives of beneficiaries prior to development of legislative, regulatory, or policy changes affecting Title IX. This includes proposed changes in the intercollegiate athletics manual, which should continue to be designed to achieve the principle and the reality of equity for women.*

d. *Adequate resources to enable OCR to carry out a strong enforcement effort for Title IX.*

e. *Regulation defended when challenged by litigation.*

2. *Increased priority for Title IX.*

a. *Public information campaign concerning the provisions and procedures of Title IX. This should be a joint effort with the Office of Public Affairs and CRA Title IV program.*

b. *Expanded technical assistance on Title IX compliance. The contract for training and materials on sexual harassment of students is a beginning but much more is needed.*

c. *More resources allocated to institution-wide Title IX compliance reviews as a cost-beneficial use of funds.*

d. *Inclusion of technical assistance on Title IX in other technical assistance efforts such as those for the handicapped.*

Title IX of the Education Amendments of 1972

This landmark law prohibits discrimination based on sex in education programs or activities receiving Federal financial assistance. As the 10th anniversary of Title IX approached, the Council was gravely concerned by the fact that most people, and even many educators, still did not know what Title IX was, or what it had accomplished. In addition, emphasis on negative aspects (such as limited Federal enforcement efforts and remaining sex bias in education), had overshadowed the important changes in the educational system which can be traced to passage of this far-reaching law.

So the Council, deciding that it was time to take stock of the progress which had been made, published Title IX: The Half Full, Half Empty Glass. This report provides a readable account for parents, students, educators, and the American public of the national achievements and personal benefits resulting from Title IX. Launched at a successful press conference during the October Council meeting, it received widespread publicity and continues to be in great demand.

The result of some nine months of effort, the 62 page report combines the best national statistics currently available with examples of real human experiences to illuminate these impersonal figures.

The study reveals that Title IX has been very effective -- in ways that can be clearly measured.

Women and girls have experienced significant improvements in educational opportunity in the nine years since enactment of this law:

- Across the nation, the proportion of women enrolled in traditionally male vocational education courses, which lead to better paying jobs, is up -- 6%;
- Across the nation, the percent of women enrolled in two and four year colleges is up -- to more than half of the enrollment;
- The proportion of girls in high school interscholastic sports is up -- 28%;

- o The number of women college and university presidents is up -- 48%;
- o The number of women enrolled in dental school has increased tenfold -- 1011%, to be precise;
- o The number of colleges offering athletic scholarships to women has increased by 440;
- o The proportion of bachelor's degrees in agriculture awarded to women is up -- 21%;

In addition to such national trends, numerous examples of the effectiveness of Title IX at the local level are also included:

- o In the District of Columbia, a sophomore was able to enroll in drafting only after it was "opened" to girls;
- o In a Michigan school, after the home economics curriculum was revised to appeal to boys as well as girls, the boys' enrollment went up 60% in one year;
- o In Colorado, a college policy which would have allocated scholarships on the basis of sex was cancelled.

The Council also recognized that the story of Title IX could not be told in numbers alone -- that this law has also been very effective in ways that can never be measured. In the report, a displaced homemaker who needs to support herself explains that her auto mechanics training will "give me the opportunity to do something I really enjoy -- and provide me the financial security to be independent." A college student from a family of 13 children explains that, "If I hadn't been able to play basketball, I would not be in college today... without Title IX, there would be no scholarship."

Before 1972, these women -- or any woman -- might easily have been excluded from such opportunities -- anywhere in this country. It is possible to weigh the effectiveness of these examples by adding the tax dollars paid, and possibly the welfare payments saved, when these women get good jobs. But education, security, independence, and enjoyment outweigh dollars and cents.

Men and boys also are benefitting from Title IX. A mother tells how her son, while she was in the hospital, was able to help with the family meals and laundry because of the homemaking skills he learned in school.

Another recurrent theme of the report is the naturalness of coeducational classes and the smooth implementation of changes which many thought would be quite disruptive. A male physical education director says: "It's been suprisingly easy. It's a much more natural reflection of life."

But analysis of the data also resulted in some major disappointments for the Council -- areas in which the "glass" is not even half full. Employment of women in high level education positions has improved only slightly despite numerous formal complaints charging violations of Title IX. Women have made discouragingly little progress in gaining positions as principals, superintendents, and full professors. Furthermore, faculty women's earnings relative to men's have actually declined in recent years.

Another area of particular concern to the Council was the minimal increases in B.A. and M.A. degrees in engineering awarded to women. Women's entry into this important occupation, so vital to the economic well being of the nation, lags far behind the progress they've made in law, medicine, dentistry, and business.

To address such remaining problems, Susan Margaret Vance, the Chair of the National Advisory Council on Women's Educational Programs, at the press conference releasing the findings of the report, urged a continuing "local, state, and national commitment to complete the job of providing equal educational opportunities for women and girls." She noted that even in some areas where women have made impressive and measurable gains, they still deserve more -- more than just a third, more than 22% or 11%.

The Council statement to a broad cross section of the press stressed the compelling economic arguments, as well, for broader educational opportunities for women and girls. Nine out of ten women will work outside the home and most will do so because of economic need. Most also work in low paying jobs with little opportunity for advancement.

To be truly effective -- and cost-effective -- education must prepare women for a wider range of occupational fields so they can better support themselves and their families. Title IX is making a significant contribution to that end.

On the Sunday after the October press conference, citizens across the country read and heard about the Council's statement and about the half full, half empty glass. From page one of the Washington Post, the Arizona Republican, and the Detroit News to Mutual Radio news heard by a former Council member in Alaska, to numerous other feature articles and TV and radio specials, the good news on Title IX reached large numbers of people.

The Council recognizes that people, of course, deserve much of the credit for the success of Title IX -- people like:

- o the Mississippi parent monitoring the local district's implementation of Title IX;
- o male nursing students enrolling in a previously all female program;
- o the New Jersey guidance counselor learning more about opportunities for women in carpentry.

Individuals and organizations both have worked to enforce the law and to make such change a little easier. As a result of all this energy invested, the education of women and girls has improved measurably and the country has benefitted. The National Advisory Council on Women's Educational Programs will continue to serve as a strong presence at the Federal level in support of local, state, and national efforts to finish the job of eliminating sex discrimination in education.

Women's Educational Equity Act

The Women's Educational Equity Act authorized a program of grants and contracts for the purpose of providing educational equity for women in the United States because Congress found that "...educational programs... are frequently inequitable as (they) relate to women...." (Public Law 95-561, Sec. 931(b)(1)). It is administered by the Department of Education.

The National Advisory Council was established by Congress as part of WEEA in 1974. The law directed that a Council composed of 17 citizens and three Federal officials be appointed by the President and confirmed by the Senate. In addition to several specific mandates pertaining to the WEEA Program, the Council advises the President, the Secretary of Education, and the Congress on "...matters relating to equal educational opportunities for women..." (Sec. 936(c)(1)).

In 1981, the Women's Educational Equity Act Program (WEEAP) was among many programs which the Administration proposed to consolidate in a block grant to the states. The Council, along with numerous advocacy groups and individual supporters, argued strongly for the retention of WEEAP as a national program. In Congressional testimony and in letters to the President and the Secretary of Education, the Council made the following points:

- This is the only Federal program devoted solely to the achievement of educational equity for women and girls. Thus it has visibility and symbolic value far beyond its modest funding level of $10 million. Retention of WEEA would be an inexpensive means for President Reagan, Secretary Bell, and the Republican Party to implement their commitment to equal rights for women.

- WEEA provides a resource to states and localities but imposes no requirements on them. Thus the administration drive to reduce regulatory burdens and Federal involvement in the operation of education systems does not require the elimination of WEEA. WEEA grants and products are available to those who choose to apply for them; they cannot be considered large enough incentives to distort local priorities. Even when accepted, these grants require minimal reports or record-keeping.

- WEEA has been cost-effective. A great variety of positive outcomes and valuable materials have resulted from a small investment of Federal money.

- WEEA's strategy of funding only those projects with national or regional significance and applicability, and disseminating their products at cost, enables communities and institutions to reap the benefits of the Federal seed money. This mode of operation is entirely consistent with the continuing important Federal roles in research and development, dissemination, and technical assistance.

Additionally, the Council foresaw that consolidation of WEEA into a block grant would result in obstacles to educational equity, including the following:

- If the small WEEA appropriation were simply added to the state pot of virtually unrestricted money, there would be little likelihood of women's equity programs being supported in the increasingly tough battle for decreasing funds available for every aspect of education.

- It would not be cost-effective for states and localities facing similar needs and problems to "reinvent the wheel;" national projects maximize returns on the sums and time invested, so that all can benefit.

- If WEEA were included in the grants going to state education agencies, many of them would be legally precluded from giving grants to institutions of higher education, to nonprofit organizations, or to individuals. Thus the scope of the program would be drastically narrowed and the intent of Congress could not be carried out even if some states were so inclined.

- Elimination of WEEA would also eliminate the National Advisory Council on Women's Educational Programs. The elimination of this channel of communication between the Education Department and the nationwide constituencies who are interested in women's equity would be viewed as lack of concern for women's needs and rights. Conversely, retention of the Advisory Council provides an opportunity for incoming administrations to appoint memebers who represent their philosophy and outlook on these important issues.

Despite considerable pressure from advocates, the Senate voted to incorporate WEEA in an education block grant. The House of Representatives, however, did not concur. The issue became a major point of disagreement during Conference Committee meetings on the Fiscal Year 1982 Budget Reconciliation. Eventually a compromise was reached which preserved the Act and national program, while reducing the authorization level from $80 million to $6 million. (Appropriations for FY 1981 had already been cut back from $10 million to $8.1.) Council members and experienced observers of Capitol Hill alike were impressed by the effectiveness of the groundswell of support for this small, specialized program.

Women's Educational Equity Act Program Evaluation

Following its statutory mandate, the Advisory Council conducted an evaluation of the program, the fifth such annual report. While previous reports had focused on the operation of WEEAP, for its FY 1980 evaluation the Council chose to focus on outcomes and products. This approach enabled members to make well-documented recommendations to the Department of Education concerning future funding decisions.

The Evaluation Report examined key aspects of the program relating to the development, demonstration, and dissemination of WEEA-supported products. This included the selection of priority funding areas and the activities of contractors responsible for coordination, distribution, and public demonstration of these products. Council members and staff visited contractors and grantees and obtained extensive information from other studies of the program. The experiences of the WEEA Publishing Center, which is responsible for screening, revising (when necessary), reproducing, and marketing the grantees' products was of special concern. The Council also visited and paid particular attention to the five National Demonstrations of Educational Equity for Women.

A chart was prepared (Appendix A) to summarize for the first time the characteristics of all WEEA grantees' products funded from FY 1976 through FY 1980. This chart tabulates products according to: intended users, level of education, focus/subject, format of product or program, and availability. Analysis of the chart revealed that a majority of the products were pre- and/or in-service training programs designed to increase teachers' and administrators' awareness of sex-role stereotyping in education. The number of products available for pre-school and elementary in-class use directly with students was found to be limited. The Council noted that pre-school and elementary level personnel and students seem to be more amenable to the incorporation of new and innovative programs. Therefore, the Council recommended:

- That program resources be directed toward support of sex equity materials for classroom use at the pre-school and elementary levels.
- That by funding the development of products that can be infused into existing curricula, WEEAP can increase product use, provide a

balance to biased materials, and offer educators a low cost alternative to total curriculum reform.

- o That considerable weight be given to the number and quality of products available in any category (from WEEA and other sources) when decisions are made concerning new grants and reissuance of items in the Publishing Center inventory.

Purchasers and users of WEEA products commented favorably on both the content and technical quality of the items. Print materials were thought to be better than audiovisual ones, though the latter were improving each year. The Council recognized the value of technical assistance given by the Publishing Center to grantees and recommended:

- o That program administrators make increased resources available for the provision of technical assistance in product development from date of project funding to time of product submission.

Product users reported that assistance in product implementation was rarely essential but would have been helpful. In order to maximize benefits from limited funds, the Council recommended:

- o That program funds be concentrated on the development of easy-to-use student products that require little or no pre-use teacher training.

Although a variety of demonstration, dissemination, and outreach activities are supported by the program, the Council found that information about WEEAP and its products appears limited or non-existent in many areas; even product users often are not aware of the source of the materials. Therefore, the Council recommended:

- o That program administrators and Publishing Center staff reevaluate their public relations activities and devise additional strategies in order to reach the nationwide educational products market more effectively.

Title IV of the Civil Rights Act supports regional, state, and local projects designed to assist elementary and secondary schools in complying with the Federal anti-sex discrimination law (Title IX). The Advisory Council noted the natural linkage between this program and WEEAP and learned that several

WEEAP contractors and grantees are also Title IV grantees. This finding led the Council to recommend:

- That, in addition to its current outreach efforts to Title IV staffs, the WEEA Publishing Center make a concerted effort to provide all Title IV projects with as much information as possible about the WEEA Program and products, thus strengthening that link and expanding the product market.

Evaluation of the effectiveness of educational equity programs has been a difficult process for WEEAP grantees. The Council recognizes that in an era of dwindling dollars educators will want to purchase products with a good track record or at least with the promise of successful implementation. Because there is a real need for more rigorous evaluation data, the Council recommended:

- That WEEAP increase its emphasis on, and technical assistance to, developers' validation and impact evaluation procedures.

A review of the development of the system of priorities for funding convinced the Council that it has functioned well and resulted in more money being awarded to projects for minority and disabled women.[1] In order to meet a diversity of needs, the Council recommended:

- That program administrators continue to select several priorities in any given funding cycle (even though the legislation allows for single priority funding). The selection of priorities should be based on a careful examination of WEEA Program and non-WEEA Program sponsored sex equity products and on the needs of the users.

The Council found the Publishing Center catalog to be a valuable tool for enhancing sex equity in education as well as for its initial purpose of marketing WEEAP products. Therefore, it recommended:

[1] The chart, in Appendix A shows an increase from an average of 6 grants focused on minority women in the first 3 years of the program to 21 in FY 1980. Grants for disabled women's projects increased from none to 4.

- That WEEAP-supported products be listed in the catalog even though they are being distributed by the developers and not the Publishing Center.

The Council is interested in the full range of WEEAP projects but felt that demonstrations and evaluations to date have focused on those designed for use in the educational system. To obtain a broader view of the program, the Council recommended:

- That a limited study be made of the projects and products aimed at non-educational system audiences so that sound decisions can be made about future allocation of shrinking program resources.

Vocational Education

In December 1980, the Council published its long awaited report Increasing Sex Equity: The Impact of the 1976 Vocational Education Amendments on Sex Equity in Vocational Education. A joint effort with the National Advisory Council on Vocational Education, the report studied the effects of the 1976 legislative provisions which were designed to improve sex equity in vocational education. The purpose of the study was to assist the two Councils in advising Congress and the Secretary of Education regarding the upcoming reauthorization of this law.

The report was shared widely with the educational community and other groups concerned with vocational education. As part of this process, the Councils jointly sponsored two forums for such organizations to stimulate discussion of the sex equity issues. The first forum focused on preliminary findings arising from the Councils' study; the second one focused directly on reauthorization. Panelists representing a cross section of women's, educational, and governmental organizations outlined their likely proposals for the legislation in general and for sex equity in particular. Staff members from the House and Senate subcommittees responsible for vocational education also discussed issues and timetables for the reauthorization.

The range of proposals from participants included: consolidating the numerous 1976 provisions into one Sex Equity Priority Program, directing all Federal vocational education funds to serve students who are "at risk", simplifying the law (including the sex equity sections), and providing more leeway for state and local governments to determine how to meet Federal goals such as the elimination of sex bias and stereotyping. Certainly no consensus was achieved (or intended) during the afternoon, but the Council was gratified by the serious and far reaching examination of possible directions and strategies for future efforts to improve the vocational education of women.

Late in December of 1981, the Council exercised one of its legislatively mandated functions -- to report to Congress on activities of the Council -- when it was invited to testify before the House Subcommittee on Elementary,

Secondary, and Vocational Education. Virginia Foxx, vice chair of NACWEP, and Christine Long of the National Advisory Council on Vocational Education, presented to members of the subcommittee the findings of the Councils' study of the vocational education sex equity provisions and the Councils' recommendations regarding reauthorization of the law.

In her statement Ms. Foxx noted that, nationwide, women are increasingly taking advantage of the opportunity offered by vocational education and are training for a broader range of jobs than they have in the past, but that much remains to be done in righting the balance. She cited several shocking facts to indicate the compelling and continuing need to provide women with a wider range of vocational education:

- Nearly two-thirds of all women in the labor force in 1979 were single, widowed, divorced, or separated, or had husbands who earned less than $10,000;
- The average woman worker still earns only 59 cents for every dollar that a man earns, even when both work full time, year round;
- In 1979, half of all poor families were headed by women, compared to only about one third of such families in 1969;
- Black teenage girls have the highest unemployment rate of all workers, male and female;
- Hispanic women have the lowest median income of all workers, males and female.

Both Councils strongly recommended to Congress that continued national, state, and local efforts are essential to eliminate sex discrimination, bias, and stereotyping and to insure the progress necessary for women and the country as a whole. The Council testimony noted that the law can and must be simplified, and also detailed several other specific changes and critical emphases for the reauthorized law.

As part of continuing activity in this field, the Council has also contracted for an analysis of the 1980 national data on enrollment of women in vocational education. This analysis will build upon the 1972 to 1978 data included in the Council's report on sex equity in vocational education. By measuring the enrollment of women in courses other than those which have been traditional

for their sex, the study will indicate the progress achieved in eliminating sex bias and stereotyping in vocational education four years after passage of this historic law.

What Works?
The Evidence for Sex Equity in Education

The Council is sensitive to a growing need for evidence that the various activities which have been undertaken in recent years to enhance equality of education for both sexes have, in fact, been effective. Whether they are Federal, state, or local funds, education dollars are shrinking, so it behooves advocates of sex equity programs to measure and "sell" their results.

Lacking resources to undertake such a major project itself, the Advisory Council was pleased to become a co-sponsor* of an unusual volunteer effort. Over 150 researchers and educational practitioners are currently writing a synthesis of evidence for sex equity activities in many aspects of education. Unlike many publications on sex equity in education, this one will describe solutions, not dwell on problems, and will present evidence to support claims of "what works", what are costs versus benefits. Topics will range from facts and assumptions about sex differences to women in educational administration, sex equity in math, vocational education, and pre-school to postsecondary education. The purposes of the publication are:

1. to identify evidence on how sex equity activities can improve the overall quality of education in the United States;

2. to identify specific alternative strategies for achieving desirable equity outcomes, so that individuals will have more information to guide their choices in this important area; and

3. to augment our understandings about how educators have tried to attain various educational equity goals for females and males.

* Co-sponsors are: The American Educational Research Association Women's Committee, and Special Interest Group: Research on Women in Education (SIG: RWE); Women Educators; and the National Coalition for Sex Equity in Education.

Contribution to U.S. Report to the United Nations

As part of the Council's continued involvement in the United Nations Decade for Women, Council staff prepared a "Summary of Recent U.S. Department of Education Activities to Increase Equal Access and Equal Opportunities for Women" for the U.S. report on the "Implementation of the Programme of Action for the Second Half of The United Nations Decade for Women". This summary described: Title IX and the Education Department's Office for Civil Rights activities to help educators avoid sex discrimination prohibited by this law; Title IV of the Civil Rights Act of 1964 which provides training and technical assistance to help educators comply with non-discrimination laws pertaining to race, sex, and national origin; the sex equity activities supported under the Women's Educational Equity Act; the Vocational Education Amendments; the Career Education Act; and research on sex equity at the National Institute of Education. Various women's equity activities within the National Center for Education Statistics, The Fund for the Improvement of Postsecondary Education, and special offices in the U.S. Department of Education concerned with women were also mentioned.

Report on Evening and Weekend Courses

In six regional meetings in 1978, the Council had heard from blue collar and clerical women workers that courses leading to bachelor's degrees were rarely available in the evening and weekend hours which they required. (See Working Women Speak, NACWEP report July 1979.) Responding to a recommendation of the Advisory Council, the National Center for Education Statistics (NCES) surveyed a sample of postsecondary institutions to learn about the availability of bachelor's degrees through evening and weekend courses.

The NCES report found that: "Despite a widespread availability of evening and weekend courses, opportunities to earn a bachelor's degree through evening or weekend study alone are quite limited. While 73 percent of all baccalaureate degree-granting institutions offered some courses in evenings or on weekends, only 29 percent provided enough of these courses to fulfill all degree requirements in at least 1 of 11 major fields included in the survey."

More opportunities exist in the field of business and management than any other, followed by psychology and social sciences. Students at larger institutions had greater opportunities than those at small institutions.

Despite the demand which the Council and others have found, institutions rated "insufficient demand" as the major deterrent to their introduction or expansion of evening or weekend courses. "Limited faculty resources" was the second most frequently mentioned deterrent. The cost of keeping facilities and services open and the maintenance of academic standards did not loom large as deterrents. Interestingly, institutions that did not offer evening or weekend courses were more likely to list some factors as deterrents than were institutions with such opportunities.

The report has been of considerable interest to postsecondary institutions as they face declining enrollments of traditional, full time students and the increasing number of part time students, especially women, who require non-traditional class schedules.

Alternatives for Title IX Enforcement

The Advisory Council has long observed the difficulties inherent in use of the ultimate penalty for violation of civil rights laws, including Title IX--the termination of Federal funding. Despite the pressure of lawsuits against the Department of Health, Education, and Welfare (and subsequetly the Department of Education), including contempt motions, the Department has never cut off Federal funds for any violation of Title IX. The Council therefore undertook a study of additional or alternative sanctions which had been or might be used to bring about compliance.

This paper was based on published and unpublished reports and on interviews with civil rights enforcement officials, academic and civil rights enforcement experts, and representatives of civil rights groups. Unfortunately, lack of adequate data, differences in definitions and procedures among Federal agencies, and other technical problems precluded a comprehensive analysis of primary data by the Council.

Available alternatives to fund termination include: referral to the Department of Justice for possible litigation, referral to state agencies for action under state laws, deferral of approval for new or increased program funding, refusal to grant technical assistance, and referral to other Federal agencies for appropriate enforcement.

The Council learned that voluntary compliance resolves between 90 and 98 percent of cases in which probable violations of Title IX are found and letters of finding issued. The existence of fund termination as a potential penalty undoubtedly influences some violators to come into compliance. However, there are circumstances where the threat of fund termination is either ineffective or appears inappropriate or undesirable. Where a jurisdiction receives minor amounts of Federal money or has the resources to fight termination through very lengthy court proceedings, the termination sanction may be ineffective. In other cases the potential harm to beneficiaries (usually students) from cutting off all Federal funds would far outweigh the

benefits of such enforcement. Political repercussions, especially at state and local levels, must also be considered when relatively minor violations are at issue.

In short, the Council's review led it to recommend that termination of Federal funds be retained as an appropriate and effective sanction for enforcement of Title IX in cases of major, systemwide, core area discrimination. Use of alternative sanctions appears preferable in cases where injunctive relief is needed, where minimal funding is received by the recipient, when precedent or policy setting is a likely outcome, or where individual case resolution is necessary.

The Council distributed this paper to persons concerned with civil rights enforcement in Federal agencies and in the private sector with the hope that it will contribute to future planning for an effective enforcement program.

Council Publications

To fulfill one of its mandated functions -- informing the public about its activities -- the Council has published and distributed widely a variety of reports over the past six years. (See Appendix D for a listing.) After limited supplies of free copies are exhausted, some reports are available for sale through the Government Printing Office, and the information from others can be obtained from the Educational Resources Information Center (ERIC).

In order to reach diverse audiences, including the education, women's, and general communities as well as government officials in both executive and legislative branches, the Council has held press conferences, issued press releases, and distributed reports to organizations, government offices, and a sizeable list of institutions and individuals who have requested such material. Newspapers, magazines, newletters, and radio and T.V. stations have all helped inform people of the studies, information, and recommendations issued by the Advisory Council.

Requests for publications have come from virtually every state, from public libraries, women's centers, community organizations, public school districts, state departments of education, Congressional offices, and from colleges and universities not only in the United States but from such countries as Canada, Mexico, England, Israel, Sweden, India, and China. Secondary and post-secondary teachers as well as organizers of meetings and conferences often ask for multiple copies. In 1981 some 18,000 copies of Council publications were distributed, largely in response to requests. The Council is extremely pleased that its work is touching the lives of so many citizens in the United States.

Council Activities

In addition to the major publications, and projects already mentioned, the Council members and staff also attend to a wide array of activities which support and extend the Council's store of expertise and influence in the area of educational equity for women. The Council has a history of holding public hearings around the country in conjunction with its meetings -- on topics such as female minority heads of household, sex equity in vocational education, Title IX and intercollegiate athletics, and the educational needs of Native American women and girls.

Another hearing was planned for this past winter in Chicago to gain first hand knowledge of what the Federal government could do to support those working at the state and local level to improve educational equity for women. Unfortunately this session was cancelled due to budget constraints. The Council did, however, hear from several panels in Washington, DC in an effort to get similar input. One discussion was with a panel of directors of WEEA projects designed to address national needs in sex equity. Another group represented several national women's organizations with state or local level projects or affiliates. A third panel focused on Federal and state level policy and implementation issues of the technical assistance programs authorized by Title IV of the Civil Rights Act of 1964.

In addition, members and staff are often called on to speak about the Council's work to a wide variety of groups ranging from the National Council of Negro Women, to a conference of American Indian women, to a meeting of organizational representatives discussing reauthorization of the Vocational Education Act. Council members and staff meet with Federal officials and Congressional staff to share concerns and strategies concerning the effect of proposed policy or legislative changes on educational opportunities for women and girls. In conjunction with such activities, the Council also submits testimony upon request for Congressional hearings. This year Council testimony covered vocational education, the WEEA Program appropriation, and sexual harassment in employment. The sexual harassment expertise of the Council is a direct outgrowth of its 1980 report on sexual harassment of students, a report

which continues in great demand and serves as a catalyst and resource for many university efforts to address this problem.

The staff contributes to and benefits from working closely with the National Coalition for Women and Girls in Education, a group of over 50 national organizations whose goal is to strengthen national policy and practices concerning women and girls in education. In addition, numerous requests for information, referrals, and assistance are received at the Council's office, and either answered or referred to the appropriate place. Almost monthly, international visitors meet with staff to share perspectives across national boundaries. Interns, as well, are part of the Council's work, not only gaining from the "real world" experience but also bringing their fresh outlook to the day to day examination of women's educational issues.

Through all of its activities -- meetings, hearings, publications, testimony, formal recommendations, and informal networking -- the National Advisory Council on Women's Educational Programs serves as a bridge or two-way channel of communication between the public and Federal offices which are (or should be) concerned with educational equity for women and girls.

Appendix A

Characteristics of WEEAP Products
According to Year of Funding

	FY 76	FY 77	FY 78	FY 79	FY 80	TOTALS
Users						
Students	7	10	5	9	25	56
Teachers	27	35	26	30	38	156
Counselors	15	23	14	19	23	94
Administrators	14	16	14	12	12	68
Parent/Community Groups	13	20	17	9	15	74
Level of Education						
Pre-School	2	2	3	3	5	15
Elementary	13	15	11	11	19	69
Secondary	20	24	17	17	28	106
Post-Secondary	19	16	16	22	21	94
Adult Education	12	10	10	9	9	50
Special Populations						
Minority Women	2	11	6	8	21	48
Rural Women	0	7	2	3	1	13
Re-Entry Women	2	4	4	4	1	15
Disabled Women	0	0	0	0	4	4
Focus/Subject						
Awareness	33	35	24	39	49	180
Curriculum Development	14	21	11	10	19	75
Title IX/Other laws	4	6	0	3	14	27
Educ. Administration	3	3	5	2	4	17
Phys. Ed./Athletics	4	3	1	2	5	15
Career Development	22	21	16	17	14	90
Science/Math	4	6	1	2	6	19
Law/Health	4	1	0	2	2	9
Social Science	5	7	2	4	8	26
Product/Program						
Manual(s)	32	36	29	34	37	168
Books/Research Reports	9	10	10	9	13	51
Viewers/Guides	2	2	2	1	1	8
Brochures/Pamphlets	1	0	0	0	2	3
Resource Materials	12	19	5	8	10	44
Slides/Transparencies	3	3	2	6	6	20
Filmstrip(s)	3	5	1	2	2	13
Videotapes	6	5	5	3	6	25
Audiotapes	6	2	2	5	1	16
Film(s)	3	3	0	0	4	10
Learning Aids	6	6	6	4	5	27
Conferences/Seminars	0	0	0	3	4	7
Workshops	8	9	12	7	13	49
Resource Centers	0	0	1	1	5	7
Bilingual	2	2	2	1	6	13
Product Availability						
Current	41	29	10	0	1	81
In Production	5	18	18	22	0	63
In Development	0	4	10	21	54	89

Appendix B

The Women's Educational Equity Act (P.L. 95-561)

SHORT TITLE: PURPOSE

Sec. 931 (a) This part may be cited as the "Women's Educational Equity Act of 1978."

(b)(1) The Congress finds and declares that educational programs in the United States, as presently conducted, are frequently inequitable as such programs relate to women and frequently limit the full participation of all individuals in American society.

(2) It is the purpose of this part to provide educational equity for women in the United States and to provide financial assistance to enable educational agencies and institutions to meet the requirements of title IX of the Education Amendments of 1972.

(c) As used in this part, the term "Council" means the National Advisory Council on Women's Educational Programs.

GRANT AND CONTRACT AUTHORITY

Sec. 932 (a) The Commissioner is authorized to make grants to, and enter into contracts with, public agencies, private non-profit agencies, organizations, and institutions, including student and community groups, and individuals, for activities designed to achieve the purpose of this part at all levels of education, including preschool, elementary and secondary education, higher education, and adult education. The activities may include –

(1) demonstration, developmental, and dissemination activities of national, statewide, or general significance, including –

(A) the development and evaluation of curricula, textbooks, and other educational materials related to educational equity;

(B) model preservice and inservice training programs for educational personnel with special emphasis on programs and activities designed to provide educational equity;

(C) research and development activities designed to advance educational equity;

(D) guidance and counseling activities, including the development of nondiscriminatory tests, designed to insure educational equity;

(E) educational activities to increase opportunities for adult women, including continuing educational activities and programs for underemployed and unemployed women; and

(F) the expansion and improvement of educational programs and activities for women in vocational education, career education, physical education, and educational administration; and

(2) assistance to eligible entities to pay a portion of the costs of the establishment and operation, for a period of not to exceed two years, of special programs and projects of local significance to provide equal opportunities for both sexes, including activities listed in paragraph (1), activities incident to achieving compliance with title IX of the Education Amendments of 1972, and other special activities designed to achieve the purposes of this part.

Not less than 75 per centum of funds used to support activities covered by paragraph (2) shall be used for awards to local educational agencies.

(b) For each fiscal year, the Commissioner shall use $15,000,000 from the funds available under this part to support activities described in paragraph (1) of subsection (a). Any funds in excess of $15,000,000 available under this part shall be used to support activities described in paragraph (2) of subsection (a).

APPLICATION; PARTICIPATION

Sec. 933. (a) A grant may be made, and a contract may be entered into, under this part only upon application to the Commissioner, at such time, in such form, and containing or accompanied by such information as the Commissioner may prescribe. Each such application shall –

(1) provide that the program or activity for which assistance is sought will be administered by or under the supervision of the applicant;

(2) describe a program for carrying out one or more of the purposes set forth in section 932(a) which holds promise of making a substantial contribution toward attaining such purposes; and

(3) set forth policies and procedures which insure adequate evaluation of the activities intended to be carried out under the application;

(b) Nothing in this part shall be construed as prohibiting men and boys from participating in any programs or activities assisted under this part.

SMALL GRANTS

Sec. 934. In addition to the authority of the Commissioner under section 932, the Commissioner shall carry out a program of small grants (as part of the grant program administered under section 932 (a)(1)), not to exceed $25,000, each, in order to support innovative approaches to achieving the purposes of this part; and for that purpose the Commissioner is authorized to make grants to public and private nonprofit agencies and to individuals.

CRITERIA AND PRIORITIES

Sec. 935. The Commissioner shall establish criteria and priorities for awards under this part to insure that available funds are used for programs that most effectively will achieve the purposes of this part. Those criteria and priorities shall be promulgated in accordance with section 431 of the General Education Provision Act.

NATIONAL ADVISORY COUNCIL ON WOMEN'S EDUATIONAL PROGRAMS

Sec. 936 (a) There is established in the Office of Education a National Advisory Council on Women's Educational Programs. The Council shall be composed of –

(1) seventeen individuals, some of whom shall be students, and who shall be appointed by the President, by and with the advice and consent of the Senate, from among individuals, broadly representative of the general public who, by virtue of their knowledge or experience, are versed in the role and status of women in American society;

(2) the staff Director of the Civil Rights Commission;

(3) the Director of the Women's Bureau of the Department of Labor; and

(4) the Director of the Women's Action Program of the Department of Health, Education, and Welfare.

The Council shall elect its own Chairperson from among the members described in paragraph (1).

(b) The term of office of such member of the Council appointed under paragraph (1) of subsection (a) shall be three years, except that –

(1) the members first appointed under such clause shall serve as designated by the President, six for a term of one year, five for a term of two years, and six for a term of three years, and

(2) any member appointed to fill a vacancy occurring prior to the expiration of the term for which his or her predecessor was appointed shall be appointed for the remainder of such term.

(c) The Council shall –

(1) advise the Secretary, Assistant Secretary, and the Commissioner on matters relating to equal educational opportunities for women and policy matters relating to the administration of this part;

(2) make recommendations to the Commissioner with respect to the allocation of any funds pursuant to this part, including criteria developed to insure an appropriate geographical distribution of approved programs and projects throughout the Nation;

(3) recommend criteria for the establishment of program priorities;

(4) make such reports as the Council determines appropriate to the President and the Congress on the activities of the Council; and

(5) disseminate information concerning the activities of the Council under this part.

(d) The provisions of part D of the General Education Provisions Act shall apply with respect to the Council established under this subsection.

REPORT

Sec. 937. The Commissioner is directed, not later than September 30, 1980, 1982, and 1984, to submit to the President and the Congress and to the Council a report setting forth the programs and activities assisted under this part, and to provide for the distribution of this report to all interested groups and individuals, including the Congress, from funds authorized under this part. After receiving the report from the Commissioner, the Council shall evaluate the program and projects assisted under this part and include such evaluation in its annual report.

AUTHORIZATION OF APPROPRIATIONS

Sec. 938. For the purpose of carrying out this part there are authorized to be appropriated $80,000,000 for fiscal year 1980, and each of the three succeeding fiscal years.

Appendix C

Twenty-eighth Council Meeting	January 26-27, 1981 Washington, D.C.
Executive Committee	1/26/81
Civil Rights Committee	1/26-27/81
Federal Policies, Practices, and Programs Committee	1/26/81
WEEA Program Committee	1/26/81
Second Forum on Sex Equity in Vocational Education	March 25, 1981 Washington, D.C.
Twenty-ninth Council Meeting	April 23-24, 1981 Washington, D.C.
Executive Committee	4/23/81
Civil Rights Committee	4/23-24/81
Federal Policies, Practices, and Programs Committee	4/23/81
WEEA Program Committee	4/23/81
Thirtieth Council Meeting	October 15-16, 1981
Executive Committee	10/15/81

Appendix D

If you would like to receive any of the Council's publications, please print your name and address on the back of this page and check the appropriate spaces. Send this form to the National Advisory Council on Women's Educational Programs, 1832 M Street, N.W., Suite 821, Washington, D.C. 20036.

If you wish to receive any of the asterisked reports (which are no longer available free of charge from the Council), you may purchase them from the Government Pringting Office (GPO) or through the Educational Resource Information Center (ERIC).

_____ 1981 Annual Report - Educational Equity: A Continuing Quest

_____ 1980 Annual Report - Women's Education: The Challenge of the 80's

_____ Likely Administration Views of the Federal Role in Education: Implications for Sex Equity, 1982.

_____ Seven Years Later: Women's Studies Programs in 1976, 1977.

_____ Sexual Harassment: A Report on the Sexual Harassment of Students, 1980.

_____ Title IX: The Half Full, Half Empty Glass, 1981.

_____ What's WEEA?, 1979.

_____ Working Women Speak: Education, Training, Counseling Needs, 1979.

* The Educational Needs of Rural Women and Girls, 1977, (ERIC: ED 136 997).

* Increasing Sex Equity: The Impact of 1976 Vocational Education Amendments on Sex Equity in Vocational Education, 1980, (ERIC: 199 401, GPO: 065-000-00080-6).

* Neglected Women: The Educational Needs of Displaced Homemakers, Single Mothers, and Older Women, 1978, (ERIC: ED 163 138).

* Sex Discrimination in Guidance and Counseling, 1977, (ERIC: ED 163 137).

* The Unenforced Law: Title IX Activities by Federal Agencies Other than HEW, 1978, (GPO: 017-080-01840-3).

* Women's Participation in Management and Policy Development in the Education Division, 1977, (ERIC: ED 146 696).

* Efforts Twoard Sex Fairness in the Use of Education Division Funds, 1977, (ERIC: ED 146 697).

* Problems in Assessing the Impact of Education Division Programs on Girls and Women, 1977, (ERIC ED 150 530).

* Sex Bias: Education Legislation and Regulations, 1977, (ERIC: ED 153 332).

* Sex Fairness in Education Division Communications, Products and Dissemination Strategies, 1977, (ERIC: ED 154 320).

NAME _____

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_____

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